DOCUMENT RESUME

ED 322 249 UD 027 537

AUTHOR	Zeldin, Shepherd; Bogart, Joanne
TITLE	Education and Community Support for Homeless Children and Youth: Profiles of 15 Innovative and Promising Approaches.
INSTITUTION	Policy Studies Associates, Inc., Washington, DC.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	Jan 90
CONTRACT	LC-89089001
NOTE	42p.; Reduced size type throughout.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Access to Education; Community Programs; *Cooperative Programs; *Educational Innovation; Elementary Secondary Education; High Risk Students; *Homeless People; Program Descriptions; *School Community Programs; State Programs; *Student Needs; Urban Programs
IDENTIFIERS	Shelters; *Stewart B McKinney Homeless Assistance Act 1987

ABSTRACT

This report profiles 15 programs that are providing education and support services to homeless students. These programs have been selected from over 40 nominations from state homeless coordinators and from national organizations concerned with services to the homeless. The profiled programs were selected on the basis of innovative educational programming suited to the needs of the local population and community. The use of existing community resources is emphasized. State-administered programs in Maryland (Baltimore) and Texas (Austin) are described. The following districtwide programs are described: (1) Allentown School District (Pennsylvania); (2) New York City Board of Education (New York); and (3) Madison Metropolitan School District (Wisconsin). The following district-operated school building programs are described: (1) City Park Elementary School (Dallas, Texas); and (2) Burnet Street Elementary School (Newark, New Jersey). The following district-operated shelter-based programs are described: (1) Harbor Summit School (San Diego, California); and (2) South Area Emergency Housing Center (Sacramento, California). The following shelter-based programs operated by nonprofit organizations are profiled: (1) Kansas Children's Service League (Topeka, Kansas); and (2) Grace Hill Neighborhood Services (St. Louis, Missouri). The following community-based programs operated by nonprofit organizations are described: (1) Martha's Table (Washington, D.C.); (2) Attala County Homeless Assistance (Salas, Mississippi); (3) Salvation Army (Cambridge, Massachusetts); and (4) Atlantic Street Center (Seattle, Washington). A chart illustrating program characteristics and a list of 23 additional projects nominated for review are appended. (FMW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

POLICY STUDIES ASSOCIATES, INC.
1718 CONNECTICUT AVENUE, N. W. • SUITE 400 • WASHINGTON, D. C. 20009 • (202) 939-9780

ED322249

EDUCATION AND COMMUNITY SUPPORT FOR HOMELESS CHILDREN AND YOUTH: PROFILES OF 15 INNOVATIVE AND PROMISING APPROACHES

Shepherd Zeldin and Joanne Bogart

January 1990

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E. Reisner
Policy Studies Associates

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Prepared for the
U.S. Department of Education
Contract LC 89089001

UD 027 537

BEST COPY AVAILABLE

TABLE OF CONTENTS

	Page
Introduction	1
State Administered Programs	
State of Maryland; Baltimore, Maryland	2
State of Texas; Austin, Texas	5
Districtwide Programs	
Allentown School District; Allentown, Pennsylvania	8
New York City Board of Education; New York, New York	11
Madison Metropolitan School District; Madison, Wisconsin	14
School Building Programs--District Operated	
City Park Elementary School; Dallas, Texas	16
Burnet Street Elementary School; Newark, New Jersey	18
Shelter Based Programs--District Operated	
Harbor Summit School; San Diego, California	20
South Area Emergency Housing Center; Sacramento, California	22
Shelter Based Programs--Nonprofit Organizations	
Kansas Children's Service League; Topeka, Kansas	24
Grace Hill Neighborhood Services; St. Louis, Missouri	26
Community Based Programs-Nonprofit Organizations	
Martha's Table; Washington, D.C.	28
Attala County Homeless Assistance; Salas, Mississippi	30
Salvation Army; Cambridge, Massachusetts	32
Atlantic Street Center; Seattle, Washington	34
Appendix A: Characteristics of Programs Providing Education-Related Services to Homeless Children and Youth	A-1
Appendix B: Additional Projects Nominated for Review	B-1

INTRODUCTION

The Stewart B. McKinney Homeless Assistance Act (P.L. 100-97) requires that each State educational agency (SEA) ensure each child of a homeless individual and each homeless youth access to a free and appropriate education. Under the Act, SEAs are to gather data on the number and location of homeless children and youth in their State and develop a State plan for meeting the Federal government guidelines. In addition, SEAs are to collaborate with local educational agencies (LEAs) in designing and implementing local programs which are consistent with their State plans.

The complexity of access, placement, transportation, and instructional issues involved in educating the homeless population underscores the significant challenges confronting States and LEAs. Because homeless children and youth, by definition, lack permanent shelter, and typically have limited access to adequate clothing, nutrition, and health services, their capacity to benefit from schooling is often impaired. It is clear, therefore, that providing an appropriate education to homeless children and youth is a significant SEA and LEA responsibility--one which must involve collaboration with other community organizations that are actively providing services to homeless families and individuals.

This report presents profiles of 15 programs that are providing education and support services to homeless students. The programs profiled are sponsored by States, school districts, and community-based organizations across the Nation. These programs have been selected from over 40 nominations solicited from State homeless coordinators and from national organizations concerned with services to homeless families. It is not our intent to identify the "best" programs in the country. Such a goal would not be fruitful given the extreme variation in resources available to service providers and the unique local conditions which providers must address to operate an effective program.

Our aim is to describe programs that employ innovative and promising program models suited to the needs of the population and community they serve. In all of these programs, educational instruction is a key program component. Additionally, each program is working to address school access and placement issues, as well as working with other service providers to develop more comprehensive community service networks for homeless students and their families. Within this framework, we illustrate some of the most promising and innovative ways that services are being offered to homeless children and youth. We also highlight the ways in which schools and agencies are mobilizing existing community resources to support students during their period of homelessness.

The project descriptions contained in the profiles are based on telephone interviews with project staff and others familiar with each project. In a few instances, written descriptions were also used in drafting the profiles.

STATE ADMINISTERED PROGRAMS

Programs administered or coordinated by the
Office of Education of Homeless Children and Youth
State Department of Education
200 West Baltimore Street, 4th floor
Baltimore, Maryland 21201
(301) 333-2445

Peggy Jackson-Jobe, State Coordinator

Program model:

State Office of Education of Homeless Children and Youth promotes locally-based initiatives for homeless children.

Program goals and design:

The Maryland State Office of Education of Homeless Children and Youth seeks to include other State offices as well as nonprofit and private organizations in collaborating on the planning and implementation of local initiatives. The Office is a facilitator and has initiated a range of community awareness, tutoring, and recreational programs for homeless children and youth.

Services and staffing:

Helping Hands Homework Assistance Program: The State Office for Education of Homeless Children and Youth, in cooperation with the State Office for Library Services, is working to match libraries throughout Maryland with shelters in their respective vicinities to conduct after-school educational support for homeless children and youth. A pilot program is currently being implemented with two libraries in Baltimore. The library programs provide a quiet place for homeless children to study, read, and work on school projects. Participating children also receive daily homework assistance for one to two hours from high school students who are paid for their services. The activities at each library are supervised by a paid teacher who serves as an adult mentor.

Statewide School Days Drive: This project was initiated to (1) address the problems resulting from inadequate school supplies available to homeless children, (2) establish partnerships among schools and shelters, and (3) sensitize school officials and local communities about the needs of homeless students. Phase I of the Statewide project, known as the Governor's Care Enough to Share Project, was held for a week in early August. At that time all State employees were encouraged to collect school supplies for homeless students. Maryland school children participated in Phase II, or Students Helping Students, which was held in October. The project matched community

shelters with local schools whose students were encouraged to donate children's books, coloring books, crayons, dictionaries, novels, and educational games to the participating shelters.

Sail Project for Homeless Children: This project addresses the inequities posed by the exclusion of homeless children from recreational activities because they cannot afford to participate. The State, with the financial support of the Lady Maryland Foundation, takes homeless children on educational trips aboard a sail boat. The trips include hands-on activities, and lessons in the history, economics, sailing, and ecology of the Chesapeake Bay. Children, ages 7-18, from clustered family shelters are selected to participate. Children design boarding passes with a nautical theme; examples have included poems, stories, and songs. Prior to the trip, a team from the Lady Maryland Foundation speaks to parents and invites them to serve as chaperons. Each trip costs $1,600, and the State is requesting additional support for the project from the local business community.

Statewide Training for Shelter Providers and Homeless Parents: Because handicapping conditions among homeless children are not always diagnosed and access to services is difficult for those whose disabilities are identified, the Special Education Division, in conjunction with the Office of Education of Homeless Children and Youth, has developed a special training program for shelter providers and homeless parents on identifying handicapping conditions among their children. The training focuses on what to look for and how to make a referral. Each participant receives a series of booklets entitled Handicapped Children Birth to Five, which provides general background on child growth and development, information on how children learn, suggested learning activities, and a list of local personnel responsible for identifying, locating, and evaluating children with handicapping conditions.

Operation Partnerships: To encourage cooperation among family shelters and elementary schools, the State Homeless Coordinator provides awareness sessions for shelter and school staff. Each session focuses on the local conditions in each jurisdiction and includes dialogues among service providers and visits to local shelters. In addition, slides of pictures drawn by homeless children are reviewed to identify issues pertaining to self-esteem and competency among homeless youth.

Resource Guide for Shelter Providers: The Resource Guide, currently being developed, will provide shelter staff with information and contacts on various services for homeless children that are available through local school districts. Information on Child Find, School Breakfast Programs, and Chapter 1 pre-kindergarten programs, for example, will be included.

Tutoring Programs: Plans for locally established tutorial programs, to help homeless children with reading, language, and math, are underway throughout the State. The State Department of Education, in cooperation with local teams consisting of school staff, community leaders, and shelter providers, is planning programs to provide both academic assistance and positive role models for children living in emergency shelters and hotels. Issues pertaining to transportation, site location, materials, tutors,

incentives, and follow-up activities will be determined by the local planning teams.

Population served:

In 1988-89, the State of Maryland reported 3,795 homeless school-age children and youth. The State's programs are designed to aid this entire population.

Funding sources and budget:

Funding under the Stewart B. McKinney Homeless Assistance Act supports the State Office of Education of Homeless Children and Youth, which works to develop and promote locally and privately funded initiatives.

Programs administered or coordinated by the
Office of Assistance to Homeless Children
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701
(512) 463-9067

Joseph F. Johnson, Director for Assistance to Homeless Children

Program model:

Statewide initiatives focus on generating a greater awareness of the unique needs of homeless children.

Program goals and design:

The efforts undertaken by the Texas Office of Assistance to Homeless Children in providing assistance to homeless children are predicated on the belief of staff that the quality of the programs that a child receives depends on the professionals that run the programs. As a result, the overall goal of recent Statewide initiatives is to prompt local districts to take an introspective look at policies and procedures that serve homeless children and encourage small communities to acknowledge that they have a homeless population. The State coordinator wants to make local school officials more aware of the emotional, health, and transportation needs of homeless children.

In addition to creating a greater awareness of the needs of homeless children, the State is undertaking specific efforts, through the implementation of a Statewide immunization- and educational-record data base, to assist homeless children in gaining greater access to schools throughout the State. The goals of the program are to decrease the number of homeless children who are not enrolled in school and the amount of time required to enroll a child in school. It is expected that readily available access to a child's health- and education-related records will increase the likelihood that districts will have the information necessary to provide appropriate services to homeless children.

Services and staffing:

Local Presentations and Video: The Director for Assistance to Homeless Children travels to districts across the State to provide inservice training sessions focusing on the unique needs of homeless children. In addition, the State Office is developing a video to assist with dissemination efforts. The video will (1) examine the causes of homelessness, (2) describe the lives of homeless children in their own words, and (3) show district staff how the school environment can benefit homeless children. In addition, the video will highlight effective school-based programs in Texas, showing specific activities in each school.

Local Self-assessment Guide: A Statewide task force, comprised of shelter providers and educators, is developing a self-assessment guide to assist local districts in examining how they interact with homeless children and in interpreting the success of their policies and procedures. Findings from the self-assessment guide will assist districts in developing local plans to serve homeless children.

Best Practices Manual: The State is assisting local districts to develop best practices manuals for the education of homeless children. The manuals will include (1) a thorough review of policies and procedures for enrolling homeless children in school, (2) a training system to support registrars in enrolling homeless children, (3) systems for communication and coordination between shelter providers and schools, and (4) systems for making school personnel aware of the needs of homeless students. In addition, the manuals will include ways in which program models can be disseminated and implemented across the State.

Districts selected to produce a manual will pilot-test self-assessment guides developed by a State task force. The self-assessment guides will assist districts in examining the extent to which they are meeting the needs of homeless children.

So far, the State has awarded one grant of $10,000 to the Dallas Independent School District, which has involved its top leadership in improving local awareness of the problems of homeless children and youth.

Immunization Services: Initial surveys of homeless families and service providers, conducted by the Texas Education Agency (TEA), found that problems in obtaining or maintaining children's immunization records were a primary cause for the low enrollment of homeless children across the State. In response to this concern, the TEA developed a system that assists homeless children in enrolling in school, by immunizing them and maintaining their school records. This system also helps the State maintain an unduplicated count of homeless students.

The program is implemented with the support of the 20 regional educational service centers (ESCs) located throughout the State. Each ESC establishes contracts with local community health agencies to immunize homeless children.

The TEA has established a Statewide data base with immunization records of each homeless student served by an ESC, which districts can use by calling a toll-free number. TEA has informed schools throughout the State that they can utilize the data base to enroll homeless children. Individual numbers are assigned to protect the confidentiality of each child. Eventually, education- as well as health-related service information will be included in the Statewide data base.

Population served:

In 1988-89, the State of Texas reported an estimated 20,000 homeless school-age children. The aforementioned projects are designed to assist them all.

Funding sources and budget:

Funding under the Stewart B. McKinney Homeless Assistance Act supports the activities of the State Office of Assistance to Homeless Children.

DISTRICTWIDE PROGRAMS

School District of Allentown
31 South Penn Street, Box 328
Allentown, Pennsylvania 18105
(215) 821-2676

Lillian M. Kerns, Director of Pupil Personnel Services

Program model:

This districtwide initiative is aimed at eliminating barriers to school enrollment and providing educational and individualized supportive services to homeless children and their families.

Program goals and design:

The Allentown School District (ASD) has created a "single point of contact" administrative framework to facilitate service delivery to homeless children, and has identified 10 specific goals for serving homeless children and youth. Among these goals are to (1) review and revise existing laws and policies to eliminate enrollment delays and ensure attendance of homeless students, (2) identify and remove barriers to cooperative efforts between ASD and other service agencies, (3) refine and expand a computer-based system for tracking homeless children, and (4) fund building-level initiatives which serve homeless students.

Services and staffing:

Services are coordinated by ASD's Director of Pupil Personnel Services, whose responsibilities also include special education, dropout prevention, and substance abuse services for the district. By having one administrative umbrella, staff feel they are better able "to know all of the service options available to homeless children, and better able to ensure that the services are promptly provided." Working with the director is a Successful Students Partnership Coordinator, an at-risk absenteeism specialist, and a data manager.

To address enrollment delays, ASD first worked to increase awareness of district staff about the needs of homeless children and explain the legal requirements for providing service. To this end, workshops were held for administrators, secretaries, teachers, and shelter providers. Procedures were also established to allow students to remain in their "home" schools during periods of homelessness. When children do change schools, new procedures ensure the quick transfer of immunization and student records between district schools. For example, initial confirmation of a students' immunization record can now be made over the telephone, and schools and shelters are using a

standard form for release of information. School is viewed as "the one thing that can be stable for children during a period of homelessness," and ASD staff believe that their efforts have been successful in facilitating student transitions.

Consistent with the goal of keeping homeless children in school, the absenteeism specialist maintains personal contact with homeless students by making daily rounds throughout the city. Special attention is given to children who have poor records of attendance, with the goal being to actively address the special reasons why each student is choosing not to attend school. Another objective is to gain the trust of homeless parents--"without this," according to staff, "[they] will continue to view the school as an institution that fails their kids."

Recognizing the subsistence needs of the families, the absenteeism specialist also distributes food, clothing, kitchen appliances, alarm clocks, and the like. To promote feelings of responsibility and dignity, the specialist helps recipients write thank-you notes to the individuals who donated these materials. Recently, ASD has begun providing supportive services to host children in doubled-up housing situations. Staff note that it is a stressful experience for a child to share his limited household space with one or two homeless families.

A computer-based tracking system for monitoring at-risk children, including those who are homeless, has been implemented and contains student information such as attendance, grades, and services. This system enhances service coordination and facilitates the production of Federal and State reports.

Coordination with other services:

ASD operates 22 separate programs (e.g., drug/alcohol follow-up, counseling, tutoring) for at-risk youth in the district. Because each program is operated under a single administrative entity, ASD has found it easier to place homeless children in programs appropriate to their specific needs. For example, an after-school homework club affords students a quiet place to study with the guidance of teachers and volunteers.

Extensive coordination occurs through the at-risk absenteeism specialist who makes daily or weekly visits to Allentown's four shelters, adult and family service offices, courts, food banks, and--as noted by staff--"all who are or can be part of network." On an institutional level, ASD is active in the Lehigh Valley Coalition For Affordable Housing and Allentown's At-Risk Coordinating Council. This year, the Coalition seeks to increase the availability of low-income housing, while the Council focuses on four interagency issues: mentoring programs, school attendance, drug/alcohol follow-up services, and relationships with police and probation officers.

Population served:

During the first six months of 1989, over 190 school-aged and 65 preschool homeless children and youth living in shelters participated in ASD programs.

Funding sources and budget:

The Homeless Student Initiative has a budget of $35,000. A variety of Federal, State, and local categorical grants support the program. Significant time and resources are required to arrange transportation for homeless students, which is only provided for special administrative purposes such as an educational reassignment.

New York City Board of Education
Office of Technical Assistance and Support,
Students Living in Temporary Housing Unit
362 Schermerhorn
Brooklyn, New York 11217
(718) 935-4050

Bonnie Gross, Director

Program model:

Citywide program supports homeless children in gaining full access to education and education-related services.

Program goals and design:

In response to a significant increase in homeless families, the New York City Board of Education established the Students Living in Temporary Housing Unit (SLTHU). The SLTHU is charged with administering a service delivery system to implement policy changes regarding homeless children. For example, the Board of Education has developed specific policies, and with the SLTHU, has established procedures to ensure that all homeless children have access to and receive appropriate educational services.

Homeless children in New York City reside in a variety of settings--each of which provides a different level of services. The needs of students are often determined by the setting in which they reside, and the SLTHU is therefore designed to provide an array of available services. Two of the main objectives of SLTHU, which cross-cut all settings, are to establish early contact with children in temporary housing and to provide and arrange for necessary educational and supportive services throughout a student's period of homelessness.

Services and staffing:

Outreach and Assessment: The initial services provided to all homeless children and youth are outreach and assessment. The Board of Education requires that all homeless families be contacted within 24 hours of their arrival at a hotel or shelter. Family Assistants are responsible for contact with specific hotels and shelters within each Community School District under the Board of Education's jurisdiction. The Family Assistant conducts a parent interview and intake to (1) assess the needs of each family, (2) explain the local regulations and rights to education of homeless children, and (3) determine whether the children will attend their "home" school or a school zoned for the temporary housing site. This information is then entered into the district's family intake/room record management system, which is designed to facilitate the continuity of instruction for students residing in temporary housing and those in transition to permanent housing, and which assists staff in tracking students through their subsequent housing and school placements.

Student Transportation and Support: Once arrangements are made for a child's attendance at either the home or neighboring school, district staff are responsible for setting up transportation. To make sure students get to school, students residing at large hotels or shelters are accompanied by staff on district buses. Bus passes or subway tokens are provided to students attending schools outside the shelter's enrollment jurisdiction.

Staff closely monitor the child's school attendance and educational program. Additionally, staff maintain contact with school and shelter personnel to ensure that the student has adequate school supplies and is receiving breakfast and lunch.

Educational Support To Shelters and Schools: District staff are assigned to specific hotels and shelters, and are responsible for providing a variety of on-site education-related services for homeless children and their parents. Activities include GED preparation, instruction in English as a second language, parenting programs, extended day care and after-school programs, and homework assistance. Computers are available for student use at some hotels.

Because some schools serve large numbers of homeless children, the SLTHU provides additional support to address the logistical and programmatic challenges associated with serving a highly transient population. Ongoing reviews in these schools help ensure that additional teachers, social workers, parent-involvement staff, and after-school providers are assigned when necessary.

Coordination with other services:

Coordination among the numerous service providers in New York City is perhaps the largest challenge facing the SLTHU. For example, while hotels and short-stay Tier I shelters are operated by the Human Resources Administration, longer-term Tier II shelters are operated by a multitude of public, nonprofit, and private for-profit organizations. Staff emphasize, therefore, that the activities of "any agency that impacts a community school district must be addressed before the fact. Otherwise, different agencies would be bugging homeless families, who would be getting different and contradicting information." To develop an integrated delivery system, specific staff are assigned to ensure face-to-face coordination on a regular basis with different public and private entities. Organizationally, the SLTHU is an active participant on all inter-agency task forces and coordinating committees that address homeless families and students.

Population served:

The New York City Board of Education, through the SLTHU, provides services to over 6,000 homeless children residing in 70 temporary housing sites. Approximately, 9 percent of homeless families are sheltered in Tier I facilities, 31 percent in Tier II shelters, and 60 percent in hotels--thus

underscoring the diversity in settings and students for which individualized services are provided.

Funding sources and budget:

The annual FY 89 budget for programs serving homeless children under the Board of Education is $6 million. Approximately, $450 is spent on serving each child living in Tier II facilities or hotels. A larger amount, $550 per child, is required to serve children living in congregate or Tier I shelters because more staff are needed to cope with the higher turnover rates.

Madison Metropolitan School District
545 West Dayton Street
Madison, Wisconsin 53703
(608) 266-6238

Glenn Borland, Assistant Superintendent

Program model:

District-operated transitional services for homeless children facilitates re-entry into the public schools.

Program goals and design:

The Transitional Education Program (TEP) offers a range of education and education-related services to homeless children and youth in Madison. Because many homeless students do not have readily accessible school records, the district found it difficult to determine students' ability levels and appropriate placement. In response, TEP was designed to address these issues and facilitate the transition of homeless children into the school system.

Services and staffing:

When Madison first began to have a homeless population, one elementary school served all the district's homeless children. The school became proficient in serving homeless students, and sufficient staff were available to conduct assessments, provide emotional support to students, and effectively mainstream them into the school. When the number of students grew, it became necessary for the school system to establish a transition room for homeless children--staffed by a teacher, psychologist, and an aide--at Emerson Elementary School, which is close to Madison's two shelters.

Although a child's stay in the transition room is brief, it provides an opportunity to become adjusted to the school. Students receive school materials and supplies and meet with the principal and teachers. A psychologist conducts assessments and provides counseling to address each student's emotional needs and fears. Concurrently, the teacher and aide test the children to determine grade level and grade placement, help parents fill out registration forms, and inform and prepare the classroom teacher who will be instructing the child.

Transition room staff are also responsible for service coordination and follow-up when a student leaves the school. The staff meet with the their counterparts in the child's new school to pass along assessment information and academic records, and to describe the course material and instructional approaches used in the transition classroom.

Staff responsibilities have recently increased. Since the shelters can no longer house all of Madison's homeless population, some students are now

scattered in hotels and apartments throughout the city. This has required the program to increase its transportation services. Also, transition room staff now travel to other schools to provide hands-on training and to assist in evaluating and placing new homeless children who bypass the transition room. The school board is currently planning additional strategies to address this change in the homeless population.

Coordination with other services:

The district works closely with the two shelters, and the shelters were instrumental in developing the transition room program. The transition room teachers have arranged for the shelter operators to inform the school about homeless children in their shelter. Transition staff then go to the shelter to help the parents enroll their children in school.

The project is working to increase collaboration with other assistance sources. For example, in order to improve services to the entire family, the Madison Area Technical College is planning classes in parenting and job skills.

Population served:

TEP serves homeless children from kindergarten through fifth grade. During 1988, the program generally worked with two or three children at a time. During the first two months of the 1989 school year, 57 homeless children received services in the transition room. Additionally, the program provides case management and supportive services to older students who are not eligible for the transition room.

Budget and funding sources:

The annual budget of $59,300 helps cover the salaries of three staff persons and the costs of materials, supplies, and transportation. Funds are provided by the Madison Metropolitan School District.

SCHOOL BUILDING PROGRAMS--DISTRICT OPERATED

City Park Elementary School
1738 Gano Street
Dallas, Texas 75215
(214) 565-6575

Juanita Nix, Principal

Program model:

Regular school program serves children residing in neighboring shelters.

Program goals and design:

City Park Elementary School sees its mission as improving the basic skills of its students, with special attention to literacy. School staff are also committed to providing students with emotional support and individualized instruction and service. Given the attendance area of the school, which staff characterized as a "war zone," the school does not differentiate between shelter and non-shelter student, in the belief that all their students are at risk. However, special efforts are made to coordinate services for homeless children with shelter staff.

Services and staffing:

The school provides personal attention to each student who enrolls, in order to increase feelings of belonging to the school community. For example, the principal immediately introduces herself to the student, provides school supplies, and walks the new student to the classroom. If the child's clothing is below standard, the principal provides appropriate clothes from an inventory maintained at the school. Students are also oriented to the school by a buddy, who is a fellow student specially assigned as a friend and helper. Additionally, the school counselor meets with the new child twice a week.

Homeless students are not segregated by classroom because staff have found a mainstreaming approach to be effective. Special attention is given to placing each child in the "right" classroom, however, based on the student's academic and social needs and learning style.

Students receive a comprehensive academic program. Because of the compounding effects of poverty and homelessness, the school also addresses its students' psychosocial needs. Teams composed of representatives of all school staff hold weekly meetings to assess the specific needs of individual students and to decide on needed services.

All staff in the school receive specialized training in educating and supporting homeless children. Volunteers from throughout Dallas fill both

instructional and administrative gaps in the school, which are created by the additional demands of serving a large number of homeless children. As the principal noted, "A lot of people invest their time here." For example, to complement regular instruction, volunteers from the school staff and community provide before- and after-school tutoring to students who are behind instructionally.

Coordination with other services:

Advisory groups have been established at City Park to gain community support and involve parents. Parent advisory groups stress parenting skills and helping students learn to study at home. A community advisory group works with the school on other instructional issues.

City Park communicates regularly with the shelters, and the school nurse and counselor speak with shelter staff at least once or twice a day. In this way, the school closely monitors the students shelter experience and determines ways to address newly identified needs of the children. One shelter operates parenting skills workshops.

Population served:

City Park serves 200 children in grades pre-K-3, 10 percent of whom are homeless. Since residence in a shelter is temporary (one shelter has a maximum stay of 30 days), the actual number of homeless children served is far greater, due to turnover. Staff report that the school has served up to 200 homeless children within an 18-month period.

The attendance area served by City Park Elementary School has one of the highest poverty and mobility rates in Texas. About 70 percent of the school's students are limited in their English proficiency, 10 percent of the students reside in shelters, and the remaining 20 percent are students who live in abandoned or condemned apartment buildings.

Funding sources and budget:

The school is funded by the Dallas Independent School District. It receives no special funding for its services to homeless students.

City Park School experiences special financial needs due to its highly mobile student population. For example, because students often leave a shelter quickly, the school loses a large number of books and supplies. Thus, the school has sought and received additional funding from philanthropic organizations that have "adopted" the school. Some groups provide funds to pay for lost textbooks, and others buy items from individual classroom wish lists.

Burnet Street School, Family Support Center
28 Burnet Street
Newark, New Jersey 07102
(201) 733-7149

Lester Fusco, Principal

Program model:

The Burnet Street Elementary School provides regular educational services to homeless children in Newark.

Program goals and design:

In response to an increase in the number of homeless families and a recognition of the difficulties inherent in administering an educational program for a transient homeless population, the Newark Board of Education has chosen to concentrate its resources primarily in one school. The Board decided that a single school, by virtue of being staffed specifically to meet the needs of homeless children, would be better able to provide children an appropriate education--as compared to schools that do not have similar resources or expertise. As a result, Burnet Street Elementary School was selected to serve as a magnet school for homeless children from throughout the city. The school was selected because of its proximity to a number of homeless shelters and hotels and the large homeless population that it was already serving. Homeless children are now bused to Burnet Street Elementary School from throughout Newark.

Services and staffing:

Burnet Street Elementary School accepts any homeless child regardless of his or her academic status or residency. A vice-principal noted that parents are often willing to provide grade-level information for their children. However, experience has shown that a call to the previous school remains necessary for gathering complete and accurate information. A new attendance counselor position was created with additional funds provided by the Board of Education to coordinate with other schools and with the health department in enrolling homeless students.

In creating a magnet school for homeless children, the first step taken by the Newark Board of Education was to provide $250,000 to the school for additional staff. A vice-principal was hired to address issues that pertain specifically to the homeless students in the building. Additional staff, hired to support the large homeless population at the magnet school, include three attendance counselors who report daily to shelters and homeless hotels, a social worker, a psychologist, a learning disabilities specialist, and a part-time nurse.

Homeless children attending Burnet Street Elementary School receive the same instructional program provided to all children attending the school. In addition to the enrollment procedures, other special services to homeless children include individual counseling and transportation to and from school. Each child in the school receives breakfast and lunch under the Federally-funded free-lunch program. Programmatic changes are in the planning stages and include after-school, family feeding, and homework center programs. In addition, the Board of Education is interested in purchasing a playground adjacent to the building to provide children with a place to play.

Coordination with other services:

A planning committee, headed by an assistant superintendent, meets monthly to plan and manage resources for the Burnet Street School. The committee includes representatives from Citizens Services for Essex County, the local welfare agency, the owner of a shelter hotel, and Burnet Street School staff. The committee is currently focusing its efforts on raising funds from the local community and State for additional services and renovations.

Two businesses, headquartered in the Newark area, have established partnerships with the school and provide transportation funding for field trips. One partnership sponsor operates an after-school tutorial program for homeless children in the second grade. In addition, the Protestant Community Services agency transports homeless children from Burnet Street School to an after-school homework assistance program and returns them to their resident shelters in the evening. A Key Club at a suburban school recently "adopted" Burnet Street Elementary School. Members have donated clothing and hosted a party for homeless children enrolled at Burnet Street School.

Population served:

The Burnet Street Elementary School is currently serving 105 homeless children (out of 520 enrolled in the school) in grades K-8. The majority of students are temporary residents of four hotels that house homeless families.

Funding sources and budget:

The Newark Board of Education has designated $250,000 to the Burnet Street Elementary School. The school has used its initial allocation to hire staff to support the homeless population at the school. The planning committee is seeking to raise $286,000 from the county, local welfare agencies, and State and Federal sources to provide additional services and complete a facility renovation.

SHELTER BASED PROGRAMS--DISTRICT OPERATED

Harbor Summit School
1430 7th Avenue, Suite C
San Diego, California 92101
(619) 232-5805

Everett McGlothlin, Director

Program model:

Self-contained, shelter-based elementary school is administered by the San Diego County Office of Education.

Program goals and design:

Harbor Summit School, operated by the Juvenile Court/Community Schools under the San Diego County Office of Education, is located adjacent to the St. Vincent de Paul Joan Kroc Center Shelter. The school's goal is to help prepare and assist homeless students in their transition to a regular school setting. In addition to academic instruction, the staff at Harbor Summit School believe that the program gives students "time to make adjustments and avoid the pressure and ridicule faced by homeless children." Thus, staff seek to show students that there is someone who cares by having a place where they can go and feel comfortable about themselves.

Services and staffing:

Harbor Summit School provides educational services to students in grades K-8. (Older students attend a city-wide school for special populations at another site.) Staff describe the school as a "self-contained small elementary school," and note that the district completely equipped the school with new materials and supplies.

The school has three classrooms serving students in grades K-1, 2-4, and 5-8. Each classroom is staffed by a full-time teacher and a teaching assistant. Additionally, a paraprofessional aide provides tutoring services most of each week. Members of the community also provide direct assistance to the shelter school. An art professor from a local university conducts a conceptual art class for shelter children on Fridays.

Students attend school for four and a half hours each morning. Instruction is provided in reading, math, language arts, science, and social studies in accordance with the district's requirements. A low student-teacher/aide ratio (8 to 1), supplemented by computer-assisted instruction, allows students to progress at their own pace. In the afternoon, students from the shelter participate in after-school activities, including arts and crafts, outdoor recreation, and field trips within the community. The

afternoon program gives parents the opportunity to work, attend school, or look for employment.

Coordination with other services:

While parents of homeless children in San Diego have the option of placing their children in regular public schools, staff report that many children would rather be in a shelter-based school. Because students must leave the shelter program when their families find permanent housing, shelter staff maintain frequent contact with area school districts to ease the transition. Contact also ensures that Harbor Summit School maintains educational standards that are consistent with those of other public schools.

The project director is a member of the San Diego Commission on Homelessness and coordinates with other service providers through this group. One focus of the Commission is to work with school districts to design policies that allow homeless children to have full access to educational services and to be placed in appropriate schools. The Commission conducted a roundtable session for 100 homeless children in October 1989, in which participants received information and advice from providers of health care, drug treatment, vocational training and counseling, legal assistance, and education.

Population served:

Approximately 40-50 homeless children in grades K-8 at the Harbor Summit School receive academic instruction and after-school activities at any one time. While children from other shelters in the county may attend the school, most choose schools close to their respective shelters. Thus, the vast majority of Harbor Summit students are sheltered in the St. Vincent de Paul Joan Kroc Center. When families secure housing, their children leave Harbor Summit and attend a regular public school. The average length of stay at the school is approximately three months.

Funding sources and budget:

The San Diego County Office of Education provides financial resources to fund the program. In 1988-89, the school budget was $197,500. This amount included $166,000 for the staff salaries and benefits, $9,000 for instructional materials and equipment, and $22,500 for rent and utilities. The school also received $2,500 in Chapter 1 funding.

South Area Emergency Housing Center
Sacramento County Unified School District
P.O. Box 2271
Sacramento, California 95812
(916) 454-6392

Pat Simpson, Director of Special Projects

Program model:

Local school district funds on-site education program at emergency shelter.

Program goals and design:

The South Area Emergency Housing Center (SAEHC) has operated a day care center for homeless children since 1979. The primary purpose of the Center has been to provide a structured and safe environment for children. The staff noted, however, that they were "good at getting shelter families into permanent housing, but not (at getting the children) into school." This concern led to the creation of an on-site education program in February 1989.

Recognizing that "90 percent of the (homeless) children are not enrolled in school prior to living in the shelter" and believing that school enrollment "is the only way to get homeless children on the real road to recovery," the educational program at the SAEHC is designed to meet two primary goals. The first goal is to provide a safe environment and positive school experience for homeless children during their stay at the Center. A second goal is to ensure prompt placement of children into the school system when the family leaves the SAEHC by facilitating their transition. To those ends, the program is designed to offer educational instruction to children and to maximize coordination with local schools.

Services and staffing:

Upon admission to the Center school, the teacher prepares an individualized case plan for each student that is based on available records and observation. Individualized plans are necessary because students' short length of stay precludes the use of regular group instruction. Assessment procedures to measure and adjust instruction, based on students' progress, are included in the plan. Instructional staff seek to provide a positive school experience through consistent feedback and attention, minimization of distractions, and strategies to reduce students' sense of being stigmatized. Computers are used extensively for individualized instruction and basic skill learning. In addition, cooperative learning between older and younger students is emphasized to promote reinforcement of basic skills and social development.

Classroom space is located in a trailer on shelter property, adjacent to a huge playground. A certified teacher, an instructional aide, and volunteers provide instruction for approximately six hours a day to students in grades 1-8.

Coordination with other services:

Staff note that there are often delays in enrolling children in schools because they lack the necessary paperwork. As a result, a student "passport" was created by shelter staff to assist with students' transition to a new school upon leaving the Center. This collection of documents includes a student's immunization record, birth verification, and teacher assessment of the student's academic strengths and needs. The assessment is based on tests administered by shelter teachers and identifies the books students are reading and the academic progress they have made in the shelter. When a child leaves the shelter, staff ensure that the passport is transmitted to the appropriate school.

Field trip excursions are financially supported by the Sacramento City Unified School District, which also funds a nurse for the facility. In addition, the Sacramento City Unified School District supports counseling, testing, and curriculum development.

During the summer, children housed in the shelter are bused to a local district-funded summer program for educationally disadvantaged children.

A volunteer dental group provides dental services for children residing at the SAEHC.

Population served:

The SAEHC educational program serves all resident children who are eligible for grades 1-8. The average number of students served daily is 13, with a range of 7 to 15. The average length of stay for any child is approximately 30 days, with a range of 1 to 60 days.

Funding sources and budget:

Funding sources for the SAEHC school include the Sacramento County School Board, which contributed $10,000 toward consumable supplies, and the Sacramento City Unified School District, which contributed about $50,000 toward teacher and aides' salaries and school furniture. SAECH provided $10,000 for the trailer that houses the program.

SHELTER BASED PROGRAMS--NONPROFIT ORGANIZATIONS

Kansas Children's Service League Emergency Shelter
802 SW Buchanan
Topeka, Kansas 66606
(913) 234-5424

Ruth Forsberg, Assistant Manager

Program model:

Temporary shelter provides homeless runaway youth with 24 hour assistance.

Program goals and design:

The Kansas Children's Service League Emergency Shelter has provided temporary shelter for homeless runaway youth since 1975. While the shelter provides full services to resident youth, its ultimate goals are to support them in returning to their homes and to keep them out of locked detention. When necessary, the shelter works with the Kansas Department of Social and Rehabilitation Services (SRS) in assigning runaway youth to foster homes.

Services and staffing:

A major responsibility for staff at the Service League Emergency Shelter is to help resident children continue attending their home school. In order to do so, the Assistant Manager first contacts the child's home school to inform the staff of the child's temporary residence and establishes any necessary lines of communication. She then contacts the school's counselors and requests that they make teachers aware of the child's status. As needed, Service League Emergency Shelter staff transport each resident child daily to and from their home school (in any one of four districts). Each round trip can take up to two hours. Staff emphasized the importance of transporting children to their home school, because we "don't want to have another familiar place taken away from these children."

The Kansas Children's Service League Emergency Shelter provides a full array of services to its residents in an old two-story house. Shelter staff provide bed, board, and activities for the Shelter's residents. Breakfast is served before students are transported to school. Free time is available after school and before supper, at which time Shelter residents can make phone calls and receive visitors. Tutoring and counseling services are provided each evening after dinner. Situational counseling sessions, provided on a one-on-one or one-on-two basis, address everyday issues that come up for shelter youth, particularly those that affect their self-esteem.

Twenty-four hour support is provided at the shelter by 4 management and 16 support staff. To support the Shelter's goal of working children back into their homes, SRS social work staff seek to involve parents in their children's schooling. Case workers inform parents of any school-related problems. Shelter staff also maintain daily contact with social workers to discuss issues regarding problems at school and placement.

Coordination with schools, other services:

For the last 10 years, the Topeka Public School District has provided a Chapter 1 funded tutor for the shelter. Every Sunday, Monday, Wednesday, and Thursday evening, shelter youth receive either homework assistance or supplementary assignments from a certified teacher. Supplementary assignments are given to ensure that youth are doing something constructive while having fun at the same time. More importantly, staff noted, "they are designed to help students see a different side about getting an education."

In addition to the Shelter's established relationships with local education agencies, the Kansas Department of Education provides a life skills education support program through a grant funded under the Stewart B. McKinney Act. Youth age 16 years and older receive lifeskills training in (1) personal finance--balancing a checkbook and applying for a credit card, (2) sex education, (3) GED preparation, (4) basic skills instruction, (5) job opportunities and the basics of applying for a job, and (6) cultural awareness. Staff remarked that "the life skills program has been very successful, and kids look forward to it."

Population served:

The Kansas Children's Service League Emergency Shelter is licensed to receive children ages 6-18, most of whom are runaways. Ninety-five percent of the resident population are from the Topeka area. However, the shelter has received youth from throughout Kansas, and occasionally, youth from other States will stay at the shelter. The facility tries to limit its population to children who are at least 10 years of age. Younger children are generally taken immediately by foster homes. On average, nine children live at the shelter at any one time. Although the shelter's limit is 10, it may be exceeded to keep siblings together.

Funding sources and budget:

The Kansas Children's Service League Emergency Shelter is supported through funding from a number of sources, including Kansas Department of Social and Rehabilitation Services (which provides 70 percent of funds) the United Way, county and city grants, and individual contributions.

The Shelter operates on an annual budget of $307,000, which covers its entire cost including salaries, the physical plant, supplies, equipment, food, and other necessary items.

Grace Hill Family Center
Grace Hill Neighborhood Services
2600 Hadley
St. Louis, Missouri 63106
(314) 241-2200

Betty Marver, Managing Director

Program model:

Shelter-based educational services for parents and children are provided within the context of a large community action program.

Program goals and design:

Grace Hill Neighborhood Services (GHNS), is a nonprofit organization that provides a range of services to low-income families. GHNS sponsors a MORE (Member Organized Resource Exchange) committee in nine neighborhoods. According to staff, the purpose of each MORE is to "identify the resources, expertise, and caring in each neighborhood, and bring it all together so that neighbors have a way to help themselves and others."

Grace Hill Family Center is a MORE-supported program that provides transitional housing and support services to homeless families. In addition to providing educational services to children, it also assists parents in supporting their children's education. Other services aim to assist children in their transition to school.

Services and staffing:

The Family Center employs 15 staff, which include 13 residents and two non-residents to support the service network. Over 350 volunteers have each received between 40 and 80 hours of training (e.g., child care, outreach, peer counseling, health care) and serve as an integral part of the service network that includes the Family Center. While all GHNS services are open to persons in the designated neighborhoods, special programs are operated for the Family Center.

The program's first priority is to enroll shelter children in school. The Peer Counselor assigned to each resident family confers with the family to identify school placement preferences and then works with school officials to ensure that student records are transferred and transportation arrangements are settled. The Peer Counselors are then responsible for maintaining contact with teachers to keep them informed of the special needs of each homeless student.

Supporting and helping parents develop confidence are viewed by staff as effective strategies for helping children do well in school. Volunteers provide child care to parents, in order to give them time to look for housing

and employment and confer with school teachers regarding their children's education. Trained volunteers also provide tutoring to the children while they are being cared for.

Other educational services include literacy and reading instruction to adults and children. Parents are encouraged to read to their children and help with their homework. GHNS also integrates its elderly and youth programs with Family Center services. For example, elders in the community serve as volunteers and read to children in the shelter. When the elders themselves are unable to read, children read to them. This intergenerational approach provides both parties with mutual support and education. Similarly, MORE arranges for high-achieving neighborhood students to tutor lower-achieving students in the shelter. This strategy provides both companionship and education to the shelter residents as well as to the peer tutors.

Coordination with schools, other services:

GHNS staff are members of a city Homeless Network Board, organized to address education and coordination issues regarding homeless families and children. Staff report that there has been much improvement in the city regarding the placement of children in appropriate schools and the training of teachers to serve this population.

GHNS supports an extensive service delivery system including neighborhood health centers, housing, social services, counseling, and job placement. All of these services are made available to homeless families with the ongoing support of Family Center staff. For example, the Peer Counseling Alternative Placement Program, in cooperation with a city case management program, helps families locate housing and then provides services to stabilize the placed families. In 1988, 100 homeless families from the Family Center were placed in permanent homes. The program has a 90 percent success rate in stabilizing families.

Population served:

The Grace Hill Family Center has a capacity of 42 persons, of which about 65 percent are children and adolescents. Over 1,000 persons are served annually.

Funding sources and budget:

GHNS's budget is about $8 million of which about $300,000 is allocated to the operation of the Grace Hill Family Center. The MORE system is funded largely by United Way. Additionally, a variety of public and private sources supports specific aspects of GHNS's service delivery system.

COMMUNITY BASED PROGRAMS--NONPROFIT ORGANIZATIONS

Children's Center at Martha's Table
2124 14th Street, NW
Washington, D.C. 20009
(202) 328-6608

Contact: Helen Taylor, Public Relations

Program model:

After-school recreation and homework assistance activities and evening tutoring programs and weekend activities support homeless children living in neighborhood shelters and hotels.

Program goals and design:

The Children's Center, a program of Martha's Table, offers individualized service to homeless children residing in Washington shelters and hotels for the homeless. The Center is premised on the belief that homeless children require personal attention and emotional support in order to benefit from school instruction and other learning opportunities. Additionally, staff stress that they are "determined to avoid warehousing children, the way adults are often warehoused." In response, Center staff and volunteers work to provide a structured and safe environment for children to play, participate in extracurricular learning activities, and reinforce the skills they learn at school.

Services and staffing:

A daily schedule of meals and after-school recreation and learning activities is available to any homeless child up to age 14. Additionally, children are encouraged to visit the Center if they simply want a quiet place to be alone or to study. The Center is staffed by a full-time staff person, in addition to four part-time assistants and numerous volunteers who implement the after-school activities.

Gaining trust and showing respect for children are central objectives of the Center. Staff emphasized that "with homeless children (you) have to start with basic things, and ensure that everything is done on a set schedule, in order for them to develop trust in the Center. There's so much instability in the lives of homeless children that they don't always trust those who want to help them." Staff build trust and respect by explaining clearly to children what the Center can and cannot provide. By setting realistic expectations, staff feel that they are able to keep the promises for service that they make to homeless families.

A master tutor from the local Kingsbury Center coordinates a formal tutoring program that operates two days a week. Given the importance and difficulty of effectively tutoring homeless children, the master tutor is responsible for training and providing ongoing assistance to the Center's volunteer tutors. The children are matched with the volunteer tutors on a one-to-one basis, and receive instructional support--extending beyond homework--in writing, spelling, math, and geography. While tutors are trained and encouraged to develop personal relationships with the children they assist, they are not expected to take on the responsibilities of social workers. Parents are encouraged to attend Martha's Table "welcome dinners" with the tutors, visit the Center, and team up with tutors to support their children's progress.

The Children's Center is currently expanding their educational services to include an intensive program modeled on Head Start and a more active role for parents. The objectives are to get parents into a positive environment where they enjoy playing with and helping their children learn and to enroll them in adult literacy programs.

Coordination with schools, other services:

The director of the Center maintains regular contact with staff at the neighborhood public elementary schools to discuss the needs of individual children. Staff also maintain contact with other area nonprofit programs for homeless and disadvantaged children to exchange ideas and initiate referrals. Such contacts serve to inform the Center. For example, staff noted that it was primarily through conversations with school staff that they identified the need for expanded educational and tutorial services.

Population served:

Staff stated that "we serve anybody who walks through the door." The majority of children served are temporary residents of neighborhood shelters or hotels located within a five block radius of the Center. Approximately 65 children visit the Center each day for the after-school programs. Thirty area youth, ages 5-14, participate in the tutoring program. Children are encouraged to return to the Center after their parents find permanent homes.

Funding sources and budget:

The Children's Center at Martha's Table is supported entirely through private donations and the support of foundations, corporations, and religious and civic groups. The Center's FY 1989 budget is approximately $170,000 and is used to fund all aspects of the Center's programs. An increase in funding is expected in 1990, which will support a budget of approximately $250,000. Staff noted, "We are on the right track in terms of program development...the kids are there, we just need more space, staff, and volunteers."

Attala County Homeless Assistance
Tutorial Project
Post Office Box 147
Salas, Mississippi 39160
(601) 289-5592

Georgia Jones, Director

Program model:

Evening tutorial services are provided to low-achieving students residing in doubled-up housing.

Program goals and design:

The Attala County Homeless Assistance Tutorial Project is designed to supplement the education of homeless children in a low-income, rural area. Staff commented that "the homeless (in Attala County) are not people living in the streets; rather, they're living in tight quarters or doubled-up homes--which can mean 18 people living in two rooms." These living situations interfere seriously with children's achievement at school. Crowded housing creates distractions, noise, and limited space to study, all of which diminish a child's opportunities to complete homework successfully and come to school prepared to concentrate and learn.

The program began in response to the concerns about the needs of homeless children in the County, where the average family income is $8,000 per year, average grade-level attainment is 7.2, and the average number of children per family is 8.5. A group of concerned citizens approached the local PTA and school superintendent with ideas for providing supplemental tutorial services for children in doubled-up housing. The result of this effort is a tutorial program that allows homeless children to study and receive tutoring in a setting that fosters hard work and learning.

Services and staffing:

The Attala County Homeless Assistance Tutorial Project provides tutorial assistance to homeless students in grades 1-12. Three one-hour sessions are conducted weekly in a local school. Students are placed in one, two, or all three of the sessions based on their age and grade-level. Instruction focuses on math, English, and reading. Certified teachers tutor 10 to 15 students during each session. The program uses individualized and group teaching strategies.

The Tutorial Project provides a stable and relaxed environment away from the crowded conditions where homeless students reside. Parents are invited to attend the tutorial sessions and become involved in the project. Transportation is provided to and from the sessions. A child-care program is

provided to permit participation by young parents or older siblings who are responsible for the care of small children.

Coordination with schools, other services:

Project staff work closely with area schools and teachers to ensure that each student's tutorial sessions emphasize the content areas that the homeless student is working on in school. A local school provides textbooks to help maintain this consistency.

Recognizing that homeless children cannot study and learn without adequate food, project staff provide boxes of food on a bi-weekly basis through arrangements with a food bank. Because the food boxes are a primary drawing factor, students must attend each tutoring session to receive a food box.

Population served:

Sixty homeless students from 35 doubled-up families are enrolled in the program. These students were selected from the 79 families who sought to participate when the project started. Staff note that "most children in the program aren't making passing grades, and none are doing well." Eligibility for the program is based primarily on grade-level attainment, and participating students typically are at least two grade levels below what is normal for their age. Students participate in the tutorial project for a full year.

Funding sources and budget:

The program was initially supported through local fund-raising, small contributions from the parents of participants, and volunteer efforts of teachers and others. Since September 1, 1989, the program has been operating on a $31,000 McKinney Act grant from the State. The funding covers the cost of materials, supplies, and small stipends for the four teachers, the child care provider, and the project director.

Child Care Center for Homeless Children
Salvation Army
402 Massachusetts Avenue
Cambridge, Massachusetts 02139
(617) 547-3400

Michelle Olum, Director

Program model:

Preventive approach for young children utilizes day care, preschool activities, and parent involvement.

Program goals and design:

The Cambridge Child Care Center for Homeless Children at the Salvation Army began in 1987 as a drop-in center for homeless children who were housed in nearby shelters. It was quickly recognized by staff that the children showed "lags in development" and were at high risk for subsequent poor school performance. Hence, the Center decided to add educational activities and parent involvement to its services. Through these efforts, the Center seeks to prepare homeless children to benefit from their public school education.

Services and staffing:

A daily schedule filled with activities for preschool children begins at 9:00 am. Upon arrival, children have time for free play. Circle sessions--which include discussions, reading, and introduction of or farewells to children--are held from 9:45 to 10:00. Academic preschool sessions focusing on various weekly themes (e.g., the seasons and body parts) are held from 10:00 to 11:00. Lunch, free time, and special activities are provided for the remainder of the day.

Staff stress that "the problems of parents cannot be separated from the experience of the child(ren)." Thus, active parent involvement is encouraged at the Center. Parents are assisted in gaining new skills for supporting their children at home in ways that are consistent with ongoing Center activities. Based on research showing that homeless children tend to be more active and aggressive than children with permanent housing, Center staff also help parents acquire caretaker skills that will contribute to the child's overall development. A monthly mother's luncheon brings in guest speakers with expertise in relevant fields (e.g., nutrition and parenting). In addition, staff encourage parents to visit and speak with staff in the Center, especially when they are dropping off or picking up their children. Staff place a special emphasis on serving as positive role models by acknowledging a child's success in specific areas (e.g., walking or drawing a picture) which may have otherwise gone unnoticed.

Children and parents are invited to continue participating in Center activities once they find permanent housing. Staff see this as important because "the problems that arose out of homelessness do not (quickly) fade away. Just as they are facing a period of adjusting to a new neighborhood and redeveloping the coping skills necessary to create a home, pay bills, and find work, they lose the only friends and support systems they knew." Often, however, participation is limited due to transportation problems.

The Center's staff consists of the director, a lead teacher, a regular teacher, two paid assistants (who are former homeless mothers), and four to seven part-time volunteers, including one homeless mother.

Coordination with schools, other services:

Coordination is emphasized as a necessary service of the Center. Since the vast majority of the children are residing in shelters, Center staff meet monthly with each shelter provider. At the initial meeting, an individual program for each child is developed, and it is reviewed at subsequent meetings to ensure consistent and appropriate care in both settings. Staff also work with a local Head Start program to develop educational strategies for easing the transition for children of families that leave the shelter and are re-housed.

Staff acknowledge the strong commitment that Cambridge residents have displayed in serving homeless children. Center volunteers come from local universities, churches, and private high schools. In addition, specialists in group therapy from the Academy of Physical and Social Development operate a weekly therapeutic gym program for children at the Center. Such service would normally cost thousands of dollars. A play therapist also volunteers her time to work with the children and consult with staff on a weekly basis. In addition, local library staff visit and bring new books to the Center. A local doctor and nurse provide volunteer services, as needed.

Population served:

The Center is housed at a local Salvation Army building, and provides a half day of services to 15 to 20 children at any one time. Client referrals normally come directly from local shelters. Staff note that in many cases families have been referred by other homeless families. The average length of participation for most children and parents is three months.

Funding sources and budget:

The Child Care Center is funded through private foundation and business contributors. This year foundations have provided $50,000 to support the operating costs of the Center. The space is donated by the Salvation Army.

Kids Organized on Learning in School (Kool Is...)
Atlantic Street Center
2103 S. Atlantic Street
Seattle, Washington
(206) 329-2050

Marlou Scott, Director

Program model:

A comprehensive pilot program for homeless children and their families operates within a nonprofit organization's social service and educational network.

Program goals and design:

Atlantic Street Center (ASC) is a nonprofit organization that provides social and educational services to low-income families. Recognizing the special challenges facing homeless students, ASC developed a program called Kids Organized on Learning in School (Kool Is...). This pilot program is built on ASC's prior work with homeless children and schools, as well as their experience in delivering services to disadvantaged persons.

Staff note that the goal of Kool Is is "to break the cycle of homelessness by assisting 25 highly disadvantaged families (selected by ASC and the public schools) in acquiring a job, a home, a future with hope; and to help the children of these families enjoy a productive time at school by making sure their basic needs are met." Implicit in this goal is that children are unlikely to achieve in school unless their parents are employed and have a permanent home. As staff noted, "If the kids are hungry or cold, there is no way they are going to learn anything of a positive nature in school." Accordingly, Kool Is is designed to help homeless children make a successful transition to school, while concurrently helping parents find employment and housing.

Services and staffing:

Educational services for children operate out of B.F. Day School--one of two elementary schools that enroll the majority of homeless children in Seattle. Each homeless student receives case management and counseling services by Atlantic Street staff, in cooperation with school personnel, upon arrival at the school. One-on-one services are provided to each student by ASC staff in a transitional classroom at B.F. Day school. The case manager (a full-time position) conducts an intake interview, assembles the necessary documentation and school records, and arranges transportation. The case manager also works with volunteers, a local food bank, and other service providers to ensure that each student's nutritional and other basic needs are met. One outcome of this effort is that each child is given a toiletries kit and a homework kit (e.g., tablet, pencils, ruler). The family receives

household necessities (e.g., towels, bedding, kitchen utensils, iron) and clothing.

A social worker (two-day-a-week ASC staff member) confers with the family and the child(ren) to identify special social and educational needs. Arrangements to provide appropriate services are then planned and implemented in coordination with public school staff and other ASC programs.

A child remains in the transitional classroom for an average of seven days. During that time, counseling and tutoring are provided. After the child's basic needs are met and educational needs are identified, the student is mainstreamed into the appropriate classroom. Counseling is then provided on a weekly basis to each child and family. It is also the case manager's responsibility to assist in the transition once permanent housing is found or the family relocates.

Coordination with schools, other services:

ASC has been providing services to homeless children enrolled in B.F. Day School for the past two years. ASC staff stress that they have an "excellent" relationship with the school, and note that educational staff have become adept at quickly identifying student needs and mobilizing resources to provide appropriate services. Additionally, the University of Washington College of Education conducts ongoing program assessment of Kool Is and provides technical assistance.

A main focus of Kool Is is to help parents locate permanent housing and employment. The case manager, assisted by volunteers, obtains vocational training for parents and links them to housing agencies. Once the basic needs are met, Kool Is makes use of other ASC programs. For example, families are invited to a parent cooperative program (child care is provided), where parents attend workshops on issues such as preparing children for school, discipline, testing, and behavior management. Tutoring is available for younger children to improve reading ability and self-esteem. For older children, the twice weekly Pre-Teen Bridge Program affords opportunities to improve health, social and communication skills.

Population served:

In 1988, ASC provided case management and counseling services to 125 homeless children. In 1989, due to a shift in program emphasis and budget constraints, Kool Is is providing a more comprehensive array of services to 25 homeless families, including a projected 80 children.

Budget and funding sources:

Kool Is has a budget of $77,000 and is funded by United Way. Other ASC services are funded through a patchwork of grants from private, religious, and public agencies.

APPENDIX A

CHARACTERISTICS OF PROGRAMS PROVIDING EDUCATION-RELATED SERVICES TO HOMELESS CHILDREN AND YOUTH

PROGRAM	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
I. LOCATION															
REGION															
Northeast			•	•			•							•	
Mid-Atlantic	•											•			
Southeast													•		
Central					•					•	•				
Southwest		•				•									
West								•	•						•
DEMOGRAPHICS															
Large city	•	•		•		•	•	•	•		•	•			•
Smaller city	•	•	•		•					•				•	
Rural area	•	•											•		
II. OPERATIONS															
ADMINISTRATION															
Private/nonprofit											•	•	•	•	•
LEA			•	•	•	•	•	•	•						
SEA	•	•													
Public (non-educ.)										•					
STAFFING															
Paid community staff	•	•		•				•		•	•	•	•	•	•
Paid school staff	•	•	•	•	•	•	•	•	•	•			•		•
Volunteers	•					•	•		•		•	•		•	•
PRIMARY FUNDING															
Private/nonprofit	•										•	•	•	•	•
LEA	•		•	•	•	•	•	•	•						•
SEA	•	•		•									•		
Other	•	•								•	•				
III. CLIENTELE															
POPULATION SERVED															
Shelter residents	•	•	•	•	•	•	•	•	•		•	•		•	•
Doubled-up families		•	•		•							•	•	•	•
Shelter (m)hotel	•	•		•	•		•					•			•
Runaways										•					
NUMBER SERVED DAILY															
0-10 students										•					
11-25 students						•			•				•	•	•
26-100 students					•			•			•	•			
>100 students	•	•	•	•			•								
IV. SERVICES															
INSTRUCTION															
School-based instr.	•	•	•	•	•	•	•	•							•
Shelter/facil. instr.				•					•		•			•	
After-school tutoring	•		•	•			•	•		•	•	•	•		•
CHILD SUPPORT SERV.															
School placement		•	•	•	•	•	•	•	•	•	•				•
Counseling	•		•	•	•	•	•	•	•	•					•
Life skills	•			•		•				•				•	•
Field trips	•			•		•		•	•					•	
Health & nutrition		•	•	•		•	•		•	•		•	•	•	•
Transportation	•		•	•	•		•	•	•	•					•
Special education	•														
PARENT SUPPORT SERV.															
Parent education	•	•		•	•	•			•	•		•		•	•
Health & nutrition	•	•	•			•							•	•	•
Location/transition			•	•					•		•			•	•
Adult literacy											•				
Social work				•											•
Child care			•	•				•			•	•	•	•	•

KEY

1=State of Maryland
2=State of Texas
3=Allentown, PA
4=New York City
5=Madison, WI
6=City Park, Dallas
7=Burnet Street, Newark
8=Harbor Summit, San Diego
9=South Area, Sacramento
10=Topeka, KS
11=St. Louis, MO
12=Martha's Table, DC
13=Attala County, MS
14=Salvation Army, Cambridge
15=Atlantic Street, Seattle

APPENDIX B

ADDITIONAL PROJECTS NOMINATED FOR REVIEW

Arizona:

Apache Junction Unified School District
Apache Junction, AZ
(602) 982-1110

California:

Options House
Los Angeles, CA
(213) 467-1929

Para Los Ninos
Los Angeles, CA
(213) 823-8446

Salvation Army Shelter
Oakland, CA
(415) 451-5547

San Francisco Unified School District Task Force
on Education of Homeless Youth
San Francisco, CA
(415) 565-9680

Connecticut:

Christian Community Action
New Haven, CT
(203) 777-7841

District of Columbia:

For Love of Children
Washington, DC
(202) 462-8686

Community of Hope
Educational Enrichment Program
Washington, DC
(202) 232-9091

ConServe
Washington, DC
(202) 232-3355

Florida:

Metropolitan Ministries
Tampa, FL
(813) 229-1578

Massachusetts:

Community Action Agency/Homestart Model
Haverhill, MA
(508) 373-2971

Minnesota:

St. Paul YWCA
St. Paul, MN
(612) 222-3741

Missouri:

Salvation Army
St. Louis, MO
(314) 533-6861

Nevada:

Salvation Army Family Emergency Shelter
Reno, NV
(702) 323-7119

New Jersey:

Elizabeth Coalition to House the Homeless
Elizabeth, NJ
(201) 352-2966

New York:

Henry Street Settlement
New York, NY
(212) 475-6400

Pennsylvania:

School District of Lancaster
Task Force on Homeless Students
Lancaster, PA
(717) 291-6299

Bucks County Housing Group
Langhorne, PA
(215) 750-4310

School District of Philadelphia
Task Force on Homeless Students
Philadelphia, PA
(215) 299-7000

Texas:

Houston Independent School District
Houston, TX
(713) 623-5011

Utah:

Traveler's Aid, "School with No Name"
Salt Lake City, UT
(801) 328-8996

Washington:

Seattle Emergency Housing Service
Seattle, WA
(206) 461-8446

Tacoma School District
Tacoma, WA
(206) 596-1000